

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>9780785439448</b>		Publisher - <b>Pearson Education Inc. publishing as Pearson AGS Globe</b>		Provided by the Publisher
	<b>Environmental Science, Student Edition</b>				
	Type - P1	Author - Braus			
	Copyright - 2007	Edition - 1st	Readability - Grades 3, 4		
	Course - Unifying Concepts		Grade(s) - 6, 7, 8, 9, 10, 11, 12		
	Teacher Edition ISBN if applicable			9780785439455	

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

**Strengths-**

1. This text would be a good basal for the low level reading student, ELL/ESL, alternative schools, special education students, etc.
2. The text offers a controlled vocabulary and simple sentence structure.
3. Color coding for key elements for the students to easily and consistently identify.
4. Vocabulary words are bold print and reinforced throughout the text and related worksheets.
5. Materials for the labs are easy to acquire and not expensive.
6. Lessons are easy format for teachers without a extensive science background to implement.

**Weaknesses:**

1. Not a basal for the typical science classroom.
2. Reading level is 3/4<sup>th</sup> grade level.
3. Limited coverage of the big ideas.
4. Depth of Knowledge is not very high.

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

- ☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |                                 |                                   |  |   |
|---|---------------------------------|-----------------------------------|--|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input checked="" type="checkbox"/> N/A |
| b) Motion and Forces                      | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Little | <input type="checkbox"/> N/A            |

Kentucky Department of Education  
Science Adoption 2008-2014

- d) Unity and Diversity ☐ Strong ☐ Moderate ☐ Little ☒ N/A
- e) Biological Change ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- f) Energy Transformation ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- g) Interdependence ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) Provides opportunities for critical thinking/reasoning ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 6) Strengths, Weaknesses, Comments:
- Specific strengths-which areas/concepts are covered exceptionally well?
  - Specific weaknesses-which areas/concepts would likely require supplementing?

Strengths-

1. The text encompasses the majority of the Kentucky Combined Curriculum Standards in the Big Ideas identify as being relevant.
2. The text is high interest/low readability level for struggling students.

Weaknesses-

1. The text is limited in the number of big ideas covered.

**B. Functionality & Suitability**

- ☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

- 1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- 2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Free from factual errors
  - Content is presented conceptually when possible—more than a mere collection of facts
  - Content included accurately represents the knowledge base of the discipline
  - Theories/scientific models contained represent a broad consensus of the scientific community
- 3) Connections to Literacy ☒ Strong ☐ Moderate ☐ Little

*Note: may apply to either student or teacher editions*

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

**4) Connections to Technology**

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

*Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**Strengths-**

1. Both the teacher and student text are easy to use, format is consistent in each chapter, and color coding is used to highlight key points.
2. The text has bold print vocabulary with easy to understand definitions.
3. The teachers edition has strategies for using with ELL/ESL students.

**Weaknesses-**

1. The text has a limited use of technology.
2. The text has limited images of students performing an activity, many images of students are drawn.

**C. Supports Inquiry and Skill Development**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)

Kentucky Department of Education  
Science Adoption 2008-2014

- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☐ Strong ☐ Moderate ☒ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

**Strengths-**

1. The text uses maps, flow charts, a variety of graphic organizers.
2. Inquiry labs are found both in the student and teacher edition in addition to the teacher resource library CD.
3. Materials required to perform the labs are easy to obtain, common everyday items.

**Weaknesses-**

1. The inquiry labs are very simplistic.
2. The text provides basic application of the learned concepts.

**D. Supports Best Practices of Teaching and Learning**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☐ Strong ☒ Moderate ☐ Little

Kentucky Department of Education  
Science Adoption 2008-2014

- Includes multiple means of assessment as an integral part of instruction
  - Provides evaluation measures in the teacher edition that supports differentiated learning activities
  - Embedded assessments reflect a variety of Depth of Knowledge levels
- Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

**Strengths-**

1. The text is geared to the needs, interests and abilities of students who are functioning or performing at a lower level.
2. The text is very beneficial to students with limited English ability.
3. The text and teachers edition engage students in a variety of learning styles.

**Weaknesses-**

1. The text engages students at a lower Depth of Knowledge.
2. It would be difficult to adapt this text to higher level students.
3. The text uses simplistic examples to illustrate content.

**E. Has an Organization/ Format that Supports Learning and Teaching**

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**Strengths-**

Kentucky Department of Education  
Science Adoption 2008-2014

1. The texts both student and teacher edition are easy to follow.
2. The texts have good use of graphic organizers.

Weaknesses-

1. The text, teacher edition are not geared toward a "typical" homogenous classroom of students but toward the struggling student.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Strengths-

1. The teacher resource library cd is easy to use.

Weaknesses-

1. This material would be too easy for most average/gifted students.